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IDENTIFIERS	Limited English Speaking

ABSTRACT

This bibliography is a collection of 51 entries concerning adult basic education for non-English speakers. Each entry contains an abstract describing the contents of the material. Information is also provided regarding availability, as well as indexing terms. (AMH)

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ED214382

ADULT BASIC EDUCATION FOR NON-ENGLISH SPEAKERS: A BIBLIOGRAPHY

Compiled by
Emma González Stupp
and
Jennifer Gage

National Clearinghouse for Bilingual Education

FL012831

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NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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INTRODUCTION

Adult Basic Education for Non-English Speakers: A Bibliography is the third in a series of topical bibliographies derived from a computerized database, Bilingual Education Bibliographic Abstracts (search label BEBA). The database currently includes over 6,000 bibliographic records, and is updated on a monthly basis. This very unique file on bilingual-bicultural education also includes related topics such as linguistics, second language instruction, culture, and ethnicity. BEBA is produced by the National Clearinghouse for Bilingual Education (NCBE), an information center operated by InterAmerica Research Associates, Inc., under a contract from the Office of Bilingual Education and Minority Languages Affairs and the National Institute of Education.

This bibliography is a collection of 51 entries indexed with descriptors from the ERIC Thesaurus and searchable through the Bibliographic Retrieval Services (BRS) search system. The citations included in this selected bibliography, which represent only a fraction of NCBE's database holdings relating to adult basic education of non-English speakers, were retrieved with the following descriptors:

Adult Basic Education
Basic Skills
Literacy Education
Functional Literacy
Vocational Education
Career Education
Job Skills
Survival Skills (free text term)
Non-English Speakers
English for Special Purposes

Each entry contains a thorough abstract describing the contents of the material. Every effort has been made to provide complete information on the availability of each document represented by these entries. For journal articles, this information is to be found in the Source Field, labeled SO in the key on the next page; for most research reports, government reports, and other types of documents, availability is indicated in the field labeled AV. The source journal or availability address, not the Clearinghouse, should be contacted for further information.

A sample entry with field code explanations appears on the following page.

BEBA SAMPLE RECORD

Accession Number	AN	002457
Title	TI	Implications for U.S. Bilingual Education: Evidence from Canadian Research
Series Statement	SE	Focus, No. 2 (series)
Publication Date	YR	(month/year) Feb80
Author(s)	AU	Tucker, G. Richard
Originating Institution or Corporate Source	IN	National Clearinghouse for Bilingual Education, Arlington, VA (BBB15933)
Sponsoring Agency	SN	InterAmerica Research Associates, Rosslyn, VA (BBB16270)
Geographic Source	GS	U.S.; Virginia
Issue (C=Curricular; N=Noncurricular; J=Journal)	IS	N
Publication Type Code	PT	150; 120
Availability	AV	National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209 (free)
Descriptive Notes	NT	(4) p. Paper presented at the Annual National Title VII Bilingual Education Management Institute (Third, Washington, D.C., November 4-8, 1979).
Subject Descriptors (from Thesaurus of ERIC Descriptors) (*denotes major descriptors)	DE	*Bilingual Education; Elementary Education; Educational Research; *Program Effectiveness; *Immersion Programs; *Second Language Learning; Language Programs; *Native Language Instruction; *Language of Instruction; French; Socioeconomic Status
Subject Identifiers	ID	Canada
Subject/Target Language Code	LC	A.1.; A.2.2.2
Abstract	AB	This paper discusses the French language immersion programs undertaken in Canada, the data collected and conclusions reached with respect to these programs, and the implications of these results for bilingual education in the United States....
Date Processed	DT	800623
Copyright Status (Y=yes; N=no)	CP	N

****

ERIC Accession Number	ER	
Grant, Contract, Project, and/or Report Number	NO	Additional data elements not shown in this sample record.
Source Journal Citation	SO	
Government Level (official documents)	GV	

AN 000074
TI Clearinghouse ADELL's Catalog of Adult Education Projects: Fiscal Year 1978.
YR (month/year) 78
IN Informatics, Inc., Rockville, Md. (BBB04397)
SN Office of Education (DHEW), Washington, D.C. Division of Adult Education.
NO C 300-77-0483
IS N
AV Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01878-1)
NT iii, 403 p.
Spine title: Catalog of Adult Education Projects Fiscal Year 1978
DE *Adult Education Programs; *Adult Basic Education; Performance; *Directories; Training; Adult Development; High School Equivalency; Conferences; Cooperative Programs; Curriculum Development; *English (Second Language); Evaluation; Instructional Materials; Staff Improvement; Reading Programs
ID *Adult Education Act
AB The purpose of this catalog is to facilitate the flow of information about adult education programs funded under Sections 306(a)(4) and 309 of the Adult Education Act of 1966, as amended. The Act authorizes State Adult Education Agencies to allocate money to agencies for special projects, teacher training, research and special experimental demonstration projects. The catalog consists of three sections: the project summaries, a series of matrices, and a subject index. The abstracts are arranged alphabetically by State and include State identifier, "quick reference" subject title, program title, major objectives, description, evaluation, funding (period of performance), contact, target audience, products, and descriptors. (JB)
DT 020579
CP N

AN 000607
ER ED175584
TI Texas Migrant Council, Inc.
YR (month/year) [nd]
AU Villarreal, Oscar L.
IN Texas Migrant Council, Inc., Laredo. (BBB10809)
GS U.S.; Texas
IS N
LG English
PT 141
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($1.82, microfiche $0.83, ED175584)
NT 12 p.
DE *Agency Role; Child Abuse; Early Childhood Education; *Migrant Education; *Migrant Programs; Migrant Children; Employment Opportunities; Health Services; Job Training; Mexican Americans; Migrant Adult Education; *Migrant Workers; Migrant Youth; Mobile Educational Services; Individual Development; *Vocational Education; Human Services
ID *Texas; Project Head Start; Home Start Program; Human Development Progam; Comprehensive Employment And Training Act; CETA
AB Operating various programs, the Texas Migrant Council, a multiservice agency, administers assistance to migrants during their stay in their home base State, as well as on their migrant trek. Its Head Start

program serves mobile migrant children from the ages of 0 to 5 and gives continuity of services by following them to the northern States during the summer months. The program also seeks to hire staff from the migrant populations and develop strong training program that will aid them in their career development. Nutrition and health services are provided. The Home Start program helps parents teach at home what head start teachers offer the in classroom. Nutrition, health, education, and social-psychological services are rendered to the whole family. The Human Development Program initiates new services or adapts existing services and brings them together to meet the families' comprehensive needs. The Council offers a training program for migrant health aides, and a CETA (Comprehensive Employment Training Act) program that enables migrants to decide on new employment goals and to receive the services that will enable them to fulfill their plans. The Teen Start program provides two teen centers where young people can spend their leisure time engaging in constructive activities to develop their individual capacities away from a potential delinquency environment. A child abuse prevention program is also offered. (DS)
DT 800527
CP N

AN 000922
TI Inventory of Interests: English and Spanish.
SE Inter-American Series (Serie Interamericana).
YR (month/year) 71
IN Guidance Testing Associates, San Antonio, Tex.
SN Office of Education (DHEW), Washington, D.C. Cooperative Research Program. (BBB00502)
IS C
LG English; Spanish
AV Guidance Testing Associates, One Camino Santa Maria, San Antonio, Texas 78284 (Form no. 50006, $2.50 per specimen set)
NT [16] p.
DE Spanish; English; Testing; *Interest Tests; *Vocational Counseling; Adolescents; Adults; Professional Occupations; *Vocational Interests; College Majors; Vocational Education; *Intellectual Disciplines; *Specialization
LC A.2.5; A.1.1
AB This inventory, written in both English and Spanish, is designed for use by counselors of adolescents and adults seeking vocational advice. It lists 136 occupations and 56 subjects for study in school, college, or other institutions. The person taking the inventory states his degree of interest or lack of interest in each occupation or subject listed. (JB)
DT 790906
CP Y

AN 001030
TI The Language of Accounting in English.
SE English for Careers (Series).
YR (month/year) 77
AU Costinett, Sandra; Fernández, Oscar, ill.
IS C
AV Regents Publishing Company, Inc., 2 Park Avenue, New York, New York 10016 (ISBN 0-88345-281-2, $1.95)

NT vi, 96 p.
DE *English (Second Language); Second Language Learning; *Vocational Education; Adult Education; Language Instruction; Languages For Special Purposes; *English For Special Purposes; *Accounting; Accountants; Banking Vocabulary; Bookkeeping; *Textbooks; Instructional Materials; Vocabulary Development; Career Opportunities; Occupational Information; Finance Occupations
LC A.1.1
AB This book, like others in the same series, introduces students of English as a second language to the terminology of different professional and vocational fields in which English is widely used throughout the world. Its purpose is to give the student who is at the high intermediate or advanced level an introduction to the language of accounting in English and to improve the use of this language. Eight lessons discuss the aptitudes, training, and experience necessary to fill different jobs within the accounting field, as well as some areas of specialization. Each lesson begins with a glossary of special terms in which words and expressions are defined, followed by a vocabulary practice section. At the core of each lesson are a reading section and questions for discussion.
Lessons end with review exercises which require the student to practice general and specialized vocabulary and language patterns.
Black-and-white photographs and drawings illustrate the text. (SH)
DT 790927
CP Y

AN 001031
TI The Language of Hospital Services in English.
SE English for Careers (Series).
YR (month/year) 76
AU Bloom, Gretchen
IS C
AV Regents Publishing Company, Inc., 2 Park Avenue, New York, New York 10016 (ISBN 0-88345-270-7, $1.95)
NT vi, 94 p.
DE *English (Second Language); Second Language Learning; *Vocational Education; Adult Education; Language Instruction; Languages For Special Purposes; *English For Special Purposes; *Hospitals; Hospital Personnel; Health Services; *Textbooks; Instructional Materials; Vocabulary Development; Career Opportunities; Occupational Information; *Health Occupations Education; Medical Services
LC A.1.1
AB This book, like others in the same series, introduces students of English as a second language to the terminology of different professional and vocational fields in which English is widely used throughout the world. Its purpose is to give the student who is at the high intermediate or advanced level an introduction to the language of hospital services in English and to improve the use of this language. Ten lessons discuss different phrases of the medical field as well as the duties, problems, and rewards of careers in hospitals. Each lesson begins with a glossary of special terms in which words and expressions are defined, followed by a vocabulary practice section. At the core of each lesson are a reading section and questions for discussion. Lessons end with review exercises which require the student to practice general and specialized vocabulary and language patterns. Black-and-white photographs illustrate the text. (SH)
DT 790927
CP Y

AN 001032
TI The Language of Restaurants and Catering in English.
SE English for Careers (Series).
YR (month/year) 77
AU Hall, Eugene J.; Ide, Toshiaki, ill.
IS C
AV Regents Publishing Company, Inc., 2 Park Avenue, New York, New York 10016 (ISBN 0-88345-304-5, $1.95)
NT v, 122 p.
DE *English (Second Language); Second Language Learning; *Vocational Education; Adult Education; Language Instruction; Languages For Special Purposes; *English For Special Purposes; *Food Service Industry; *Food Service Occupations; Food Service Workers; Instructional Materials; *Textbooks; Vocabulary Development; Career Opportunities; Occupational Information
LC A.1.1
AB This book, like others in the same series, introduces students of English as a second language to the terminology of different professional and vocational fields in which English is widely used throughout the world. Its purpose is to give the student who is at the high intermediate or advanced level an introduction to the language of restaurants and catering in English and to improve the use of this language. Ten lessons discuss different phases of the food service industry, as well as the duties, problems, and rewards of this career. Each lesson begins with a glossary of special terms in which words and expressions are defined, followed by a vocabulary practice section. At the core of each lesson are a reading section and questions for discussion. Lessons end with review exercises which require the student to practice general and specialized vocabulary and language patterns. An index of special terms is appended. Black-and-white photographs and drawings illustrate the text. (SH)
DT 790927
CP Y

AN 001037
TI Money Management: ABLEST. Adult Basic Literacy Educational Skills Text.
YR (month/year) Jul76
AU Rousseau, Meredith; Herr, John, photo.; Royce, Sherry, ed.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000); Pennsylvania State Dept. of Education, Harrisburg. (SYN71650)
GS U.S.; Pennsylvania
IS C
LG English; Spanish; Vietnamese
PT 051
AV A 309 Special Adult Education Project, Lancaster-Lebanon Intermediate Unit, 1110 Enterprise Road, East Petersburg, Pennsylvania 17520
NT 36 p.
DE Adult Education; *Spanish Speaking; Spanish; *Vietnamese; Basic Vocabulary; Literacy Education; *Money Management; *Budgeting; Credit; Loan Repayment; *Consumer Education; English (Second Language); *Consumer Economics; Adult Students
ID Limited English Proficiency; Bilingual Instructional Material
LC A.1.1; A.2.5; F.1.2

AB This booklet, written in English with Spanish and Vietnamese translations, provides money management information for limited-English-proficient adults. Basic vocabulary is utilized in the text to discuss budgeting for housing, food, clothing, furniture, appliances, cars, loans, and savings as indicated by the economy and financial practices in the United States. Spanish and Vietnamese text translations are contained in the center of the booklet which is illustrated with black-and-white photogaphs. (CCM)
DT 800801
CP N

AN 001529
TI Manual de cocina. The Cookbook.
YR (month/year) Dec78
IN Louisiana State Dept. of Education, Baton Rouge. (LJN43725)
GS U.S.; Louisiana
IS CX
LG English; Spanish
PT 051; 134
NT 52 leaves in various pagings.
DE *Bilingual Education; *Vocational Education; Second Language Learning; *Cooking Instruction; *Food Service Occupations; Spanish; Vocabulary; Adult Students; *English (Second Language); Food Service Industry; *Spanish Speaking; Instructional Materials; Textbooks; Word Lists
LC A.2.5; A.1.1
AB This text for vocational education in culinary arts is designed for native Spanish speakers with limited-English-speaking ability. The book is divided into 4 sections. The first is an introductory chapter containing a list of commands (in English) commonly used in restaurants and an English/Spanish vocabulary list of spices, foods, and cooking utensils; the second is an alphabetical list of English verbs used in connection with food preparation, and their Spanish equivalents; the third is a collection of recipes, some in English and some in Spanish; and the fourth is a section, almost entirely in Spanish, on the fundamentals of restaurant procedure and good service. The book is tab-indexed for easy reference. (DLS)
DT 800221
CP N
GV State

AN 001569
TI Annotated Bibliography on Migrant Farmworker Issues.
YR (month/year) Sep79
AU InterAmerica Research Associates, Washington, D.C. (BBB14272)
SN Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services. (BBB11393)
NO C HSA 79-148(P)
GS U.S.; Virginia
IS N
LG English
PT 131
AV InterAmerica Research Associates, 1555 Wilson Boulevard, Suite 600, Rosslyn, Virginia 22209
NT 56 leaves.
DE Labor Legislation; Labor Problems; *Migrant Education; Community

Programs; Migrant Programs; Migrant Adult Education; Migrant Children; *Migrant Health Services; *Migrant Housing; *Migrants; Migrant Problems; Migrant Workers; *Migrant Employment; Migrant Welfare Services; *Agricultural Laborers; Seasonal Labores; Farm Labor; Farm Labor; Annotated Bibliographies

AB This bibliography is designed to present the most recent and major research done on migrant farmworker issues. The collection attempts to present materials giving a national perspective on these issues, as well as materials providing specific and in-depth information at the local level. Citations are presented in the following categories: (1) 66 general and demographic, (2) 159 health, (3) 65 education, (4) 34 employment/income, (5) 25 housing, (6) 40 additional readings, and (7) 10 selected bibliographies concerning migrant agricultural workers. (HJM)

DT 800725

CP N

AN 001576

ER ED176592

TI Adult Vocational ESL.

SE Language in Education: Theory and Practice, No. 22.

YR (month/year) Sep79

AU Crandall, Jo Ann; Holdzkom, Roslyn, ill.

IN ERIC Clearinghoouse on Languages and Linguistics, Arlington, Va. (BBB11020)

SN National Inst. of Education (DHEW), Washington, D.C. (BBB06621)E

GS U.S.; Virginia

IS N

LG English

PT 071; 141

AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-108-5); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($4.82, microfiche $0.83, ED176592)

NT vii, 51 p.

DE *Vocational Education; *English (Second Language); *English For Special Purposes; Language Skills; Adult Literacy; *Adult Education; Adult Reading Programs; Needs Assessment; Clerical Occupations; *Program Descriptions; Second Language Learning; *Second Language Programs; Program Design; Curriculum Development; Program Evaluation

ID Information Analysis

AB This monograph identifies the characteristics shared by vocational English as a second language (ESL) programs and indicates some of the psycholinguistic, sociolinguistic, and pedagogical insights they reflect. Discussions of language content, program design, adapatation and creation of materials, and research needs in vocational ESL programs are followed by a summary of characteristics shared by those programs that have proven to be most successful. In general these programs place the needs of learners foremost; offer English for specific functions and domains; specify behavioral objectives and use appropriate materials to achieve them; provide the services of a good vocational program, namely, job counseling, job placement, and vocational training; offer a functional program; build upon the language and vocational skills the adult already possesses and address adult needs; and recognize cross-cultural differences. Two sample supplementary lessons are appended. The following are cited in an 8-part bibliography: 65 background readers; 72 readings in vocational ESL and English for Special Purposes; 51 classroom materials and textbooks; 24 adult ESL

materials and textbooks; 5 supplementary communicative materials appropriate for adults; 8 dictionaries; 20 texts on general formation; and the addresses for 8 organizational sources of information and materials. (Author/TJN)
DT 800728
CP N

AN 001655
ER ED133998
TI The Status of Bilingual Vocational Training, Fiscal Year 1976. Report of the Commissioner of Education and the Secretary of Labor to the President and to the Congress.
YR (month/year) Dec76
SN Department of Labor, Washington, D.C. (FGK21436); Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO R (OE) 77-01703
GS U.S.; District of Columbia
IS N
PT 141; 142; 143
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($6.01, microfiche $0.83, ED133998)
NT 72 p.
DE Adult Education; *Adult Education Programs; *Adult Vocational Programs; Annual Reports; *Bilingual Education; Educational Policy; Employment Problems; Employment Qualifications; *English (Second Language); English For Special Purposes; Federal Aid; Job Skills; Labor Force; Language Skills; Literature Reviews; *Non English Speaking; Spanish Speaking; State Aid; Subemployment; Underemployed; Unemployed; Verbal Communication; *Vocational Education; Vocational Schools; Vocational Training Centers; Federal Programs; Surveys
ID Bilingual Programs; Limited English Proficiency; LEP
AB This report on the status of bilingual vocational training programs for adults was the result of a mandate requiring the Commissioner of Education and the Secretary of Labor to develop and disseminate information on the status of such programs in all parts of the United States and to evaluate the impact of such training on the shortages of well-trained personnel, the unemployment and underemployment of persons with limited-English-speaking ability, and the ability of these persons to contribute fully to the economy of the United States. Following an introductory chapter, chapter 2 summarizes the educational attainment and labor force participation of adults with non-English-speaking backgrounds. An inventory of bilingual vocational training programs for adults sponsored by the United States Office of Education, the Department of Labor, and other public funds in each of the 50 States is provided in chapter 3.
Chapter 4 gives a brief legislative history of programs which have provided training for limited-English-speaking populations.
Chapter 5 consists of a brief literature review. A list of bilingual vocational training programs funded since June 1976 is given in the appendix, as well as statistical information on the number and distribution of such programs by State and vocational offerings. (CLK)
DT 791126
CP N
GV Federal

AN 001717
ER ED125552
TI Report and Recommendations: Interstate Project on Dissemination.
YR (month/year) Jan76
AU Spivey, Richard, proj. dir.
SN National Inst. of Education (DHEW), Washington, D.C. (BBB06621)
GS U.S.
IS N
PT 142
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($10.03, microfiche $0.83, ED125552)
NT v, 214 p.
DE Change Agents; Cooperative Planning; *Diffusion; Educational Coordination; Educational Improvement; Educational Innovation; *Educational Legislation; Educational Research; Federal Legislation; Federal Programs; *Federal State Relationship; *Information Dissemination; Information Needs; Information Networks; Information Utilization; Interagency Planning; *State Departments Of Education; Needs Assessment; Elementary Secondary Education; Higher Education; Adult Education; Special Education; Vocational Education; Teacher Education; Public Libraries; International Education; Feasibility Studies
ID Interstate Project On Dissemination; IPOD; Kentucky; Montana; New Jersey; North Carolina; Oregon; Rhode Island; Texas
AB An extensive study of information dissemination was made by a compact of seven State education agencies (Kentucky, Montana, New Jersey, North Carolina, Oregon, Rhode Island, and Texas) which formed the Interstate Project on Dissemination. A historical perspective for information dissemination was developed first, followed by an examination of legislation and regulations pertaining to dissemination. Suggestions were formulated for building a planning framework. This report documents the study and concludes with eight recommendations for action. Three appendixes provide: (1) a list of Federal education dissemination laws and regulations covering the education division; elementary and secondary programs; higher education programs; educational, experimentation, and national education priorities; educational personnel training programs; vocational education programs; public library programs; international education programs; education and training of adults; and education and training of the handicapped; (2) a list of agents responsible for dissemination requirements; and (3) a categorical analysis of dissemination requirements. Appropriate tables and figures are included in the report. (CH/CCM)
DT 800129
CP N

AN 001800
ER ED173622
TI Current Projects in Vocational Education -- FY 1978: Federally Administered Projects.
YR (month/year) Jun79
AU Gordon, Ruth, comp.; Leeke, Betty, comp.; Shook, Diane, comp.
IN Ohio State Univ., Columbus. National Center for Research in Vocational Education. (BBB15260)
SN Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. (BBB09463)
NO C OEC-300-78-0032; P 498AH80003
GS U.S.; Ohio

IS N
LG English
PT 131; 142
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($7.82, microfiche $0.83, ED173622)
NT ix, 111 p.
For related report, see BE001807.
DE *American Indians; *Bilingual Education; *Career Education; *Experiential Learning; *Research Projects; *Vocational Education; Adult Education; Elementary Secondary Education; Federal Aid; Curriculum Development; Demonstration Programs; Educational Research; Grants; Postsecondary Education; Professional Training; Work Experience Programs; *Abstracts; Contracts; Indexes; Program Descriptions; Federal Programs
AB Résumés of new and continuing projects funded by the Division of Research and Development of the U.S. Office of Education, Bureau of Occupational and Adult Education, are provided in this third annual report. The publication is divided into two sections. Section 1 contains 148 project résumés arranged alphabetically by State within the following groups: (1) programs of national significance, including personnel development, National Center for Research in Vocational Education, and curriculum coordination centers; (2) bilingual vocational education; and (3) assistance contract programs for Indian tribes and Indian tribal organization. The information provided in each résumé includes the title, project director and organization, contract or grant number, project number, fiscal year funding and funding period, project officer, State and U.S. congressional district, and an abstract focusing on project objectives and procedures. Section 2 contains three indexes including: (1) subject, (2) project director, and (3) geographic location. The appendixes contain lists of institutions and teacher educators participating in two personnel development programs including Vocational Education Graduate Leadership Development Programs and Vocational Education Teacher Certification Fellowship Programs. (Author)
DT 800429
CP N

AN 001807
ER ED151611
TI Current Projects in Vocational Education -- FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J).
YR (month/year) Feb78
AU Sellers, Lois Ann, ed.; Gordon, Ruth, ed.
IN Ohio State Univ., Columbus. National Center for Research in Vocational Education. (BBB15260)
SN Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. (BBB09463)
NO C 300-75-0141
GS U.S.; Ohio
IS N
PT 131
AV National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210; ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($12.71, microfiche $0.83, ED151611)
NT xxv, 246 p.

DE *Abstracts; *Federal Programs; Equal Education; *Bilingual Education; Curriculum Development; *Demonstration Projects; *Educational Research; *Vocational Education; Adult Education; Counseling Services; Educational Administration; Guidance Programs; Instructional Materials; Postsecondary Education; Sex Discrimination; Sex Stereotypes; Staff Improvement; Vocational Followup; Work Experience Programs
ID *Vocational Education Amendments 1968
AB This compilation presents abstracts of new and continuing projects funded by the Division of Research and Demonstration of the Bureau of Occupational and Adult Education. Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by State within each of the following four sections, representing parts of the Vocational Education Amendments of 1968 under which funding was obtained: (1) Part C, research (97 projects); (2) Part D, demonstration (66 projects); (3) Part I, curriculum development (14 projects); and (4) Part J, bilingual vocational training (22 projects). The part C projects are grouped according to the following priority areas: equal access and opportunities; sex-role stereotyping and sex bias; education and work program; adult and postsecondary vocational education; curriculum management and instructional materials; personnel development, comprehensive systems of guidance, counseling, placement, and follow-through; administration at the State and local level, and special projects of national significance. Part D projects are grouped by experience-based career education, cluster projects, and work experience and cooperative vocational education.
The information provided for each project includes application, number, contract or grant number, title, principal investigator and organization, funding period and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator, and State. (Author)
DT 800728
CP N

AN 001818
TI Monograph for Bilingual Vocational Training.
YR (month/year) Sep79
IN Development Associates, Inc., Arlington, Va. (BBB04202)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO C OE-300-78-0269
GS U.S.; Virginia
IS C
PT 055
AV Development Associates, Inc., 2924 Columbia Pike, Arlington, Virginia 22204
NT ii, 85 p.
DE *Vocational Education; Vocational Education Teachers; Vocational Directors; Adult Vocational Education; *Bilingual Education; Bilingual Teachers; Bilingual Students; Vocational Adjustment; Job Skills; Job Training; *English (Second Language); Curriculum Development; Curriculum Evaluation; Evaluation Criteria; *Program Evaluation; Evaluation Methods; Program Effectiveness; Program Planning; *Program Development; Speech Skills; Self Evaluation; Youth Programs; Language Instruction; Community Involvement; Program Design; Needs Assessment; Administrator Guides; Program Guides
ID *Bilingual Programs
LC A.1.1

AB This monograph addresses the task of designing, operating, and evaluating bilingual vocational instruction programs. It aims at helping administrators, program planners, evaluators, and staff to provide efficient, effective, and relevant programs for underemployed and unemployed adults and youths who lack sufficient job skills and English language proficiency. The monograph does not purport to provide all there is to know about the subject but does serve as an introduction, covering three major areas: (1) organizing a bilingual vocational training program, (2) adapting English as a second language instruction to vocational areas, and (3) evaluating the effectiveness of bilingual vocational training projects.
Appended is a model form intended for program self-evaluation and covering: (1) community needs assessment, (2) recruitment, (3) community involvement, (4) training programs, (5) instructional materials, (6) support services, (7) staff qualifications, and (8) program management. (Author/TJN)
DT 800221
CP Y

AN 001821
TI Bilingual Education for Adults: A Summary of Two Meetings.
YR (month/year) 79
AU Poczik, Robert
GS U.S.
IS NX
PT 140
NT 20 p.
Summarizes proceedings of U.S. Office of Education invitational seminar (Washington, D.C., February 1-2, 1979) and National Invitational Workshop on Bilingual and English as a Second Language Approaches to Academic and Vocational Programs for Adults (Brownsville, Texas, February 21-23, 1979).
DE *Bilingual Education; *Adult Education; *English (Second Language); Vocational Education; Adult Programs; *Adult Education Programs; *Adult Vocational Education; Multilingualism; Linguistics; Educational Objectives; *Meetings; Seminars; Workshops; Adult Students; Teacher Education; Program Development; Mexican Americans; Cultural Factors; Conference Reports
ID Adult Education Act 1969; Limited English Proficiency
LC A.2.5.2
AB This paper summarizes papers presented at two meetings held in February 1979 on the subject of bilingual education for adults. Participants in the Washington, D.C., seminar represented the Bureau of Adult and Vocational Education and other offices in the Office of Education, as well as other organizations in the Washington, D.C., area, such as the Center for Applied Linguistics and the National TESOL (Teaching English to Speakers of Other Languages) organization. In Brownsville, Texas, a larger group assembled under sponsorship of the National Association for Public Continuing Education. Topics and presenters at the Washington seminar included: (1) implications of the Adult Education Act, by R. Poczik; (2) staff development for practitioners of English as a second language or bilingual adult education, by J. Escobar; (3) evaluating and training teachers of limited-English-speaking adults, by J. Bodman; (4) measuring adult language proficiency in context, by G. Gonsález; and (5) integrating coping skills into the ESL curriculum, by S. Lanzano. Discussions and presenters at the Texas conference included: (1) English as a second language and bilingual education approaches, by R. Graham;

(2) multilingualism and a national language policy, by R. Poczik; (3) the interdependence of language and culture, by A.N. Zavaleta; (4) Chicano culture, by C. Gonsález; (5) program development at the Muscatine Community College in Iowa, by J. Tucker; (6) adult vocational ESL programs, by J. Crandall; (7) a bilingual approach to teaching adults to read in a second language, by B. Meyers; (8) the history of bilingual adult education in New Jersey, by J. Oliva; and (9) bilingual education in correctional facilities, by P. Hernández. The use of bilingual strategies in adult education is neither widespread nor well developed in programs funded under the Adult Education Act. Further research in the area of bilingual adult education is needed. (ML)
DT 800307
CP N

AN 002148
TI Agri-Business, Natural Resources.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
SN Saint John Valley Consortium, Maine.
GS U.S.; Maine
IS C
LG English
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)
NT 20 p.
DE *Career Education; *Job Skills; Work Environment; *Occupational Information; Salaries; *Agribusiness; Forestry; Wildlife Management; Zoology; Ecology; Dairy Farmers; *Natural Resources; Secondary Education; Adult Education; French; English (Second Language); Instructional Materials; Student Developed Materials
LC A.2.2; A.1.1
AB Descriptions of nine careers in the areas of agribusiness and natural resources are presented in this booklet, written in English but intended for a French-English bilingual career education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for chemical oceanographers, forest rangers, dairy farmers, wildlife managers, zoologists, ecologists, florist shop owners, potato growers, and lumbering contractors are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002149
TI Health 1.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
SN Saint John Valley Consortium, Maine.
GS U.S.; Maine
IS C
LG English; French
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F,

Madawaska, Maine 04756 ($0.50)
NT 20 p.
DE *Career Education; Student Developed Materials; *Job Skills; *Work Environment; *Occupational Information; Salaries; *Health Occupations; Nurses; Medical Laboratory Assistants; Medical Technologists; Nurses Aides; Dental Assistants; Home Health Aides; Instructional Materials; Secondary Education; Adult Education; French; English (Second Language)
LC A.2.2; A.1.1
AB Descriptions of 10 careers in the health area are presented in this French-English booklet, which is intended for a bilingual career education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for hospital administrators, homemaker-health aides, medical technicians, lab technicians, dental assistants, x-ray technicians, EKG technicians, nurses, and nurse's aides are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002150
TI Health 2.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
IN Saint John Valley Consortium, Maine.
SN Office of Education (DHEW), Washington, D.C. (RMQ66C00)
GS U.S.; Maine
IS C
LG English; French
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)
NT 20 p.
DE *Career Education; Student Developed Materials; *Job Skills; *Health Occupations; Work Environment; *Occupational Information; Salaries; Physicians; Psychiatrists; Dentists; Physical Therapists; Veterinarians; Optometrists; Pediatrics; Instructional Materials; Secondary Education; Adult Education; French; English (Second Language)
LC A.2.2; A.1.1
AB Descriptions of seven careers in the health field are presented in this French-English booklet, which is intended for a bilingual career education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for general practitioners, pediatricians, psychiatrists, optometrists, veterinarians, dentists, and physical therapists are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002151
TI Marketing and Distribution.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
IN Saint John Valley Consortium, Maine.

SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Maine
IS C
LG English
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)
NT 16 p.
DE *Career Education; Student Developed Materials; *Job Skills; Work Environment; *Occupational Information; Salaries; *Marketing; *Sales Occupations; Cooks; Police; Instructional Materials; Secondary Education; Adult Education; French; English (Second Language); *Public Service Occupations
ID Postal Workers
LC A.2.2; A.1.1
AB Descriptions of five careers in the areas of marketing and distribution, and public service are presented in this booklet, written in English but intended for a French-English bilingual education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for storekeepers, sports shop owners, chefs, policepersons, and postmasters are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002152
TI Transportation.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
IN Saint John Valley Consortium, Maine.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Maine
IS C
LG English
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)
NT 20 p.
DE *Career Education; Student Developed Materials; *Job Skills; Work Environment; *Occupational Information; Salaries; Aircraft Pilots; Auto Mechanics; Welders; Tool And Die Makers; *Mechanics (Process); Instructional Materials; Secondary Education; Adult Education; *Air Transportation; French; English (Second Language); Aircraft Mechanics
ID Airplane Flight Attendants; Truck Drivers
LC A.2.2; A.1.1
AB Descriptions of eight careers in the transportation area are presented in this booklet, written in English but intended for a French-English bilingual career education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for airport managers, airline flight attendants, truck drivers, automotive mechanics, motorcycle mechanics, pilots, tool and die makers, and welders are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002153
TI Public Service.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
IN Saint John Valley Consortium, Maine.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Maine
IS C
LG English; French
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)
NT 38 p.
DE *Career Education; Student Developed Materials; *Job Skills; Work Environment; *Occupational Information; Salaries; *Public Service Occupations; Speech Pathology; Athletic Coaches; *Social Workers; Rehabilitation Counseling; Probation Officers; Child Caregivers; *Teaching (Occupation); Instructional Materials; Secondary Education; Adult Education; French; English (Second Language)
LC A.2.2; A.1.1
AB Descriptions of 13 careers in the public service area are presented in this French-English booklet, which is intended for a bilingual career education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for speech pathologists and audiologists, physical education teachers, athletic coaches, kindergarten teachers, high school and college teachers, special education teachers, customs officers, social workers, rehabilitation specialists, probation officers, child care workers, and nuclear technicians are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002154
TI Construction. Hospitality and Recreation.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
IN Saint John Valley Consortium, Maine.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Maine
IS C
LG English; French
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)
NT 12 p.
DE *Career Education; Student Developed Materials; *Job Skills; Work Environment; *Occupational Information; Salaries; *Building Trades; Electricians; Architectural Drafting; Architects; Interior Design; Instructional Materials; Secondary Education; Adult Education; *Athletics; French; English (Second Language)
LC A.2.2; A.1.1
AB Descriptions of eight careers in the areas of construction, and hospitality/recreation are presented in this French-English booklet, which is intended for a bilingual career education class. The job

duties, working conditions, personal qualifications, educational training, earnings, and future demand for electrical repairpersons, architectural draftspersons, architects, illuminating engineers, interior decorators, pipefitters, motocross riders, and professional athletes are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002155
TI Business and Office. Environment. Marine Science.
SE Career Education (Series).
YR (month/year) 75
AU Dube, Normand C., proj. dir.
IN Saint John Valley Consortium, Maine.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Maine
IS C
LG English
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)
NT 15 p.
DE *Career Education; Student Developed Materials; *Job Skills; Work Environment; *Occupational Information; Salaries; *Clerical Occupations; Programing; Data Processing; Secretaries; Stenographers; Instructional Materials; Secondary Education; Adult Education; *Technical Occupations; French; English (Second Language)
ID Marine Occupations; Environmental Occupations
LC A.2.2; A.1.1
AB Descriptions of six careers in the areas of clerical and office occupations are presented in this booklet, written in English but intended for a French-English bilingual career education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for keypunch operators, computer programmers, legal secretaries, secretaries, and stenographers are detailed. Occupations in the environmental and marine science areas are listed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002156
TI Fine Arts. Consumer and Homemaking. Communication and Media.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
IN Saint John Valley Consortium, Maine.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Maine
IS C
LG English
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)

NT 16 p.
DE *Career Education; Student Developed Materials; *Job Skills; Work Environment; *Occupational Information; Salaries; *Fine Arts; Acting; *Needle Trades; *Mass Media; Photography; Programing (Broadcast); Instructional Materials; Adult Education; Secondary Education; French; English (Second Language)
ID Home Economics Related Occupations
LC A.2.2; A.1.1
AB Descriptions of five careers in the fine arts, consumer and homemaking, and communication and media areas are presented in this French-English booklet, which is intended for a bilingual career education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for actors or actresses, home economists, dressmakers, photographers, and radio disc jockeys are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002157
TI Personal Services.
SE Career Education (Series).
YR (month/year) 76
AU Dube, Normand C., proj. dir.
IN Saint John Valley Consortium, Maine.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Maine
IS C
LG English; French
PT 051
AV St. John Valley Times Publishing Company, West Main Street, Drawer F, Madawaska, Maine 04756 ($0.50)
NT 17 p.
DE *Career Education; Student Developed Materials; *Job Skills; Work Environment; *Occupational Information; Salaries; Lawyers; Telephone Communications Systems; Cosmetologists; *Service Occupations; Instructional Materials; Secondary Education; Adult Education; French; English (Second Language)
LC A.2.2; A.1.1
AB Descriptions of three careers in the personal services area are presented in this French-English booklet, which is intended for a bilingual career education class. The job duties, working conditions, personal qualifications, educational training, earnings, and future demand for lawyers, telephone operators, and beauticians are detailed. The booklet is designed for the secondary and adult education levels. (CCM)
DT 810114
CP N

AN 002321
TI Annotated Bibliography of Adult ESL Instructional Materials.
YR (month/year) Aug76
AU Escobar, Joanna Sculley; Daugherty, John
IN Northwest Educational Cooperative, Palatine, Ill. (BBB05386)
SN Illinois State Office of Education, Springfield. Adult and Continuing

Education Section. (BBB12812); Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education. (BBB13249)
GS U.S.; Illinois
IS N
LG English
PT 131; 120
AV Illinois ESL/ABE Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005
NT vii, 161 p.
DE *English (Second Language); Adult Education; *Instructional Materials; Grammar; *Second Language Instruction; Daily Living Skills; Vocational Education; Spanish; Multimedia Instruction; *Textbook Evaluation; *Textbook Selection; English For Special Purposes; Reading Materials; Conversation; Writing (Composition)
LC A.1.1; A.2.5; D.1; F.1.2; G.1
AB An annotated bibliography of adult English as a second language (ESL) student materials available at the Illinois ESL/ABE Service Center is contained in this guide. The guide is designed to meet the needs of adult ESL administrators, coordinators, teachers, and teacher aides who need assistance in the selection of instructional materials suitable for adult ESL programs. The more than 1,100 materials listed in the bibliography are appropriate for high school ESL, adult basic education, and native English speakers but have been evaluated from the perspective of the adult ESl student. The bibliography is divided into curriculum areas which coincide with the library classificatiion system at the Center; entries are arranged alphabetically by title within each curriculum area. Each entry includes the author, publisher, publication date, price, and format of the material in addition to an evaluation which considers the following areas: (1) target population, (2) target language background, (3) student educational level, (4) teaching approach, (5) pacing, (6) illustrations, (7) evaluation, (8) answers, (9) approximate reading level, (10) language areas, (11) life skills, and (12) student performance ability. A section for comments provides additional information on supplementary materials and areas requiring clarification. A list of ESL/ABE publishers and their addresses is included. (Author/CCM)
DT 810213
CP N

AN 002386
TI Directory of Literacy and Adult Learning Programs.
YR (month/year) 78
IN American Library Association, Chicago, Ill. Office for Library Service to the Disadvantged. (BBB10991)
GS U.S.; Illinois
IS N
LG English
PT 132
AV American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (ISBN 0-8389-6380-3)
NT [163] leaves.
DE *Literacy Education; *Adult Basic Education; Adult Reading Programs; Basic Skil's; *Functional Literacy; Functional Reading; *Program Descriptions; *Library Services; *Library Extension; Blacks; Hispanic Americans; Preschool Children; Educationally Disadvantaged; Immigrants; Older Adults

ID United States; Canada
LC A.2.5
AB Descriptive profiles of 91 public library literacy and adult learning programs offered in the United States and Canada in 1978 are presented. Based on the premise that literacy is everyone's right, these libraries provide individualized study programs to all persons, but particularly adults, who are unable to participate in a scheduled study program. The profiles include the following information: 1) program description; 2) program title, location, contact person, and objectives; 3) staff, and staff development and training activities; 4) program dates and sources of funding; 5) content areas; 6) educational materials collections and those materials developed specifically for the program; 7) collaborative agencies; and 8) results of a program evaluation. The services offered by these programs include: 1) educational counseling; 2) provision of learning materials and educational resources; 3) assistance to students who have command of the language as well as to beginning students who need basic skills; 4) referrals to other agencies; 5) training of staff and volunteers in special techniques and information resources needed for service; 6) consultation and cooperation with other programs; 7) organization and support of tutorial literacy programs for various skill areas and educational levels. Specific programs address the needs of the Black and Hispanic populations, preschool children and their parents, immigrants, the incarcerated, the elderly, and the undereducated U.S. citizen. (PMJ)
DT 801104
CP N

AN 002455
TI Developing an ESOL Curriculum.
YR (month/year) Jan79
AU Mendoza, Amelia
GS U.S.; California
IS NX
LG English
PT 150; 052; 131
NT 28 leaves.
Paper presented at the United States Office of Education/Right to Read Reading Academy Directors Workshop (Atlanta, Georgia, January 31, 1979).
DE *English (Second Language); *Second Language Instruction; *Curriculum; *Reading Instruction; *Spanish Speaking; Adult Students; *Adult Reading Programs; Experience Charts; Behavioral Objectives; Lesson Plans; Adult Education
IJ *Right To Read
LC A.1.1; A.2.5
AB This paper describes a curriculum developed by the East Los Angeles College Foundation Right to Read Academy for teaching English as a second language to a primarily Spanish-speaking student population. The curriculum was designed to combine basic reading skills instruction with instruction in the conceptual and skill-building techniques needed to insure the development of reading comprehension. Use of a developmental approach allows increasingly more sophisticated grammatical concepts to be introduced in conjunction with a more complex level of English conversation and experience in the practical application of language and reading skills. Sequentially ordered objectives are presented for both the prereading and reading stages of instruction. Student evaluation is based on fulfillment of four levels

of mastery: exposure, experience (with assistance), application (without assistance), and peer tutoring. Two sample lessons are included which reflect crucial instructional problems: (1) a mapmaking exercise in which students chart their daily activities in order to gain insight into their environment and their role in it; and (2) a sentence-structure game used to facilitate oral and written language development in the student and to develop instructor skill in the sequencing of such instruction. A bibliography of instructor reference materials and a bibliography of student reading materials are appended. (SC)

DT 800624
CP N

AN 002579
ER ED174291
TI Comprehensive Process for Developing Bilingual/Bicultural Occupational Educational Programs.
YR (month/year) Apr79
AU Cossey, Beatrice D. Abel
GS U.S.
IS N
LG English
PT 141; 150
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($3.32, microfiche $0.83, ED174291)
NT 36 p.
Paper presented at the Conference on Need Assessment, Board of Regents (Ohio, April 27, 1979).
DE *Adult Vocational Education; Basic Skills; Bilingual Students; *Bilingual Teacher Aides; Community Colleges; *Extension Education; Two Year Colleges; Mexican Americans; Nontraditional Students; Spanish Speaking; Womens Education; *Work Experience Programs; Career Awareness; *Career Exploration; Preschool Children; *Teacher Centers; Day Care Staff; Early Childhood Education; Child Development; Program Descriptions
ID Bilingual Programs; *Chicanos; California
LC A.2.5.2
AB After discussing some of the complex problems related to the educational participation of the growing population of bilingual bicultural adults in California, this paper explores the new importance and role of adult education and career development with respect to this group. The paper goes on to describe a bilingual bicultural vocational training project developed by Gavilan Community College (GCC) for an off-campus extension center in the Village Avante housing project, comprised almost entirely of Chicano families. The program was intended to assist in development of adult career plans; provide exposure to experiences outside the housing project; and promote the transition from classroom activities to a continuous process of work and education. Aspects of the program include: a family/community approach to education; longitudinal program assessment; and an informal preschool laboratory and a formal bilingual bicultural child development center which serve as work experience stations for adult students seeking to become certificated preschool classroom aides. The program involves three phases. Phase 1 provides an orientation to consumer information. Phase 2 integrates students into local classroom and laboratory experiences and stresses early childhood education. Phase 3 includes language and traditional academic classes at GCC.

The program is presented in schematic form and appendixes cover specific program aspects. A 22-item bibliography is included. (DR)
DT 800617
CP Y

AN 002623
TI Career Education and Minorities.
SE Monographs on Career Education (Series).
YR (month/year) 77
AU Jackson, Roberta H.
IN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; District of Columbia
IS N
LG English
PT 140
AV Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock no. 017-080-01733-4)
NT 94 p.
DE *Career Education; *Minority Groups; Bilingual Education; Minority Group Children; Adolescents; Adults; Career Development; Surveys; Questionnaires; *Equal Opportunities (Jobs); Multicultural Education; *Equal Education
AB This monograph provides an overview of career education for minorities. The concerns and attitudes of minority leaders regarding career education were solicited; they encompass the beliefs that career education must include bilingual and bicultural development, that tracking must be eliminated, and that career education must meet the demands of job placement. Attitudes of minority leaders toward career education concepts, process assumptions of career education, and programmatic assumptions are reported. Successful career education programs serving students with special needs are outlined. Implications of career education for minority children, minority school dropouts, unemployed minority adults, government agencies, business, industry, labor, and the educational system are explored. Parents are seen as playing a key role in the success of career education by instilling work values and providing role models. The appendixes provide survey and questionnaire items, responses, and outcomes. (RW)
DT 801119
CP Y

AN 002951
TI Youth in Portuguese Society: Proceedings of the Third Annual Symposium on the Portuguese Experience in the U.S.
YR (month/year) 77
AU Miller, Neil, comp.; daCunha, Pedro; Grove, Cornelius Lee; Cunha, Rachel; DaMota, Virginia; Vallejo, Maria Luisa
IN National Assessment and Dissemination Center, Cambridge, Mass.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Massachusetts
IS N
LG English
PT 021
AV National Assessment and Dissemination Center, 49 Washington Avenue, Cambridge, Massachusetts 02140
NT 39 p.

For individual papers, see BE002952-2955.
DE *Portuguese; Bilingual Education; Conference Papers; *Immigrants; *Educational Needs; Program Descriptions; Dropouts; Adult Education; Role Models; Vocational Education; Special Education; Secondary Education; Adolescents; High School Students; *Disadvantaged Youth; *Portuguese Americans
LC A.1.1; A.2.4
AB These proceedings of the Third Annual Symposium on the Portuguese Experience in the United States, held at Adelphi University in November, 1977, comprise five presentations on Portuguese youth. In the first paper, P. daCunha cites individual maladjustment, family culture shock, and poor academic programing as reasons behind "The Dropout Syndrome among Portuguese Youth." A personal viewpoint of "Six Non-Language Related Problems Facing Older Immigrant Portuguese Students" is provided by C.L. Grove. R. Cunha discusses the need to demonstrate career opoportunities to "Portuguese Youth in Search of a Role Model," and V. daMota explores "The Role of the Female Adolescent in the Luso-American Society." The last paper, "Vocational Education for Limited English Proficiency Youngsters with Special Needs," by M.L. Vallejo, concludes that special education, vocational education, and bilingual education should be combined to meet the needs of exceptional bilingual students. (SI)
DT 810115
CP N

AN 003139
TI Vocational Education for the Limited English-Speaking: A Handbook for Administrators.
YR (month/year) Feb79
AU López-Valadez, Jeanne
IN Bilingual Education Service Center, Arlington Heights, Ill. (BBB09519)
SN Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education. (BBB13249)
NO C RD 120-B9-180
GS U.S.; Illinois
IS N
LG English
PT 055
AV Bilingual Vocational Education Project, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005
NT iii, 25 p.
DE Resource Centers; *Program Design; *Identification; Secondary Education; *Vocational Education; Adult Education; State Federal Aid; State Legislation; Federal Legislation; *Program Implementation; *Models; Administrator Guides; Financial Support
ID *Limited English Speaking Ability (LESA); Illinois
AB This handbook provides programmatic strategies and resource information to local vocational education administrators concerned with meeting the vocational needs of persons with limited-English-speaking ability (LESA). Information on the following is provided: (1) legislation and funding regarding services to the LESA population, (2) methods of identifying and assessing the LESA population to be served, and (3) four programmatic models for meeting these needs. In the supplementation model, tutors are used to supplement instruction in the existing vocational program. The modification model involves linguistically adapting vocational curriculum and instruction to meet the needs of LESA students. An innovation model suggests designing a new vocational

course geared to meet the specific needs of LESA students, and the new programs model involves designing and implementing programs based on the needs of LESA students within a specific community. A matrix is provided to assist in selecting the model appropriate for various instructional situations. A checklist for model implementation and addresses for Illinois resource agencies are included. (PMJ/LB)
DT 801215
CP N

AN 003692
TI Preliteracy Activities for Adolescents and Adults.
YR (month/year) May79
AU Lewis, Dorothy
IS N
LG English
PT 051; 141
AV Not available separately. See Teaching English as a Second or Foreign Language (BE003686), available from Newbury House Publishers, Inc., Rowley, Massachusetts 01969 (ISBN 0-88377-125-X $11.95)
NT p. 113-129.
DE Adolescents; Elementary Secondary Education; Adult Education; *English (Second Language); Second Language Learning; Illiteracy; Basic Skills; *Literacy Education; *Second Language Instruction; Reading Skills; Writing Skills; Vocabulary Development; Non English Speaking; *Teacher Education; Learning Activities; Teacher Developed Materials; *Reading Readiness; *Functional Literacy; Reading Instruction
LC A.1.1
AB the same sentence patterns reinforce the oral learning. also used to teach a specific language pattern orally; picture cards with the same sentence patterns reinforce the oral learning. Occasionally adult or teenage students in English as a second language (ESL) courses are unable to either read or write in their first language, or they are extremely limited in these skills. This chapter presents a variety of preliteracy activities intended for students who are beginning to learn such simple concepts as numerals, colors, and common nouns. The tasks are presented as learning center activities appropriate for one or more students at any given time. The tasks in each section are arranged in order of difficulty, moving from the concrete to the abstract. Beginning number activities teach students to say, read, and write the numerals and their corresponding words while beginning color activities teach them to recognize 10 colors and say, read, and write the color words. Following mastery of these tasks, vocabulary activities which involve the naming of classroom objects, matching pictures of the objectives with the correct word, and writing object names are begun. This vocabulary is used to introduce reading lessons designed to give beginning students immediate success in reading English, and is A book presenting the sentences and pictures is then studied, followed by exercises on the words and sentences alone. The final stage is the presentation of a book with sentences only. After completion of this set of activities with one series of vocabulary and one sentence pattern, another series of vocabulary items and a new dialog is introduced and the previous procedures are repeated.
Additional activities for the preliterate students in ESL classes are discussed briefly: (1) listening and reading activities, (2) familiarization with words commonly found on employment application forms and school registration forms, and (3) lessons on reading and understanding signs. Discussion questions, suggested related

activities, and suggestions for further reading are included. (SC)
DT 800826
CP Y

AN 004312
TI Survival Pronunciation: Vowel Contrasts. Student Workbook.
YR (month/year) 79
AU Hecht, Ellen; Ryan, Gerry; Allison, Linda, ill.
GS U.S.; California
IS C
LG English
PT 051
AV Alemany Press, P.O. Box 5265, San Francisco, California 94101 ($4.50); Family Tutorial Program, Inc., 1435 Grove Way, Hayward, California 94546
NT 142 p.
For teacher's guide, see BE004313.
DE *Communicative Competence (Languages); Instructional Materials; *Pronunciation Instruction; *Vowels; Articulation (Speech); Adult Education; Advanced Students; High School Students; Vocational Education; Secondary Education; *Non English Speaking; Spanish Speaking; Chinese; Korean; Vietnamese; Second Language Instruction; *Second Language Learning; *English (Second Language); Pretests Posttests; Study Units; Vocabulary Development; Speech Communication; Listening Comprehension; Educational Games; Workbooks
ID Language Exercises
LC A.1.1; D.1; H.1; F.1.2
AB This student workbook on vowel contrasts is designed to serve nonacademic learners. Written and developed for intermediate and advanced adult students, the workbook is suitable for vocational, high school, and other classroom English as a second language programs where a pronunciation curriculum is needed. Each of seven units introduces a traditional vowel contrast and provides related pronunciation exercises, many of which involve minimal pairs. Both mechanical (repetition and substitution drills) and communicative exercises are included in the units. Each unit's activities are developed around a specific survival theme, such as parts of the body, the post office, tools, food, clothing, the car, and school.
Aural discrimination/oral production pretests and posttests are included. A different game concludes each unit. An introductory vowel overview contains a diagnostic test for pronunciation, descriptions of the 11 vowels and 3 dipthongs in the English language, and learning exercies. A teacher's guide provides Spanish, Vietnamese, Korean, and Chinese translations of the minimal pair words. (PMJ)
DT 800827
CP N

AN 004313
TI Survival Pronunciation: Vowel Contrasts. Teacher's Guide.
YR (month/year) 79
AU Hecht, Ellen; Ryan, Gerry; Allison, Linda, ill.
GS U.S.; California
IS C
LG English
PT 052
AV Alemany Press, P.O. Box 5265, San Francisco, California 94101 ($6.95);

Family Tutorial Program, Inc., 1435 Grove Way, Hayward, California 94546
NT ix, 209 p.
For student's workbook, see BE004312.
DE *Communicative Competence (Languages); Teaching Guides; *Pronunciation Instruction; *Vowels; Articulation (Speech); Adult Education; Advanced Students; High School Students; Vocational Education; Secondary Education; *Non English Speaking; Spanish Speaking; Chinese; Korean; Vietnamese; *Second Language Instruction; Second Language Learning; *English (Second Language); Pretests Posttests; Study Units; Vocabulary Development; Speech Communication; Listening Comprehension; Educational Games
ID Language Exercises
LC A.1.1; D.1; H.1; F.1.2
AB This teacher's guide to pronunciation instruction is designed to serve teachers of nonacademic learners. Written and developed for intermediate and advanced adult students, the guide and student workbook are suitable for vocational, high school, and other classroom English as a second language programs where a pronunciation curriculum is needed. Each of seven units introduces a traditional vowel contrast and provides related pronunciation exercises, many of which involve minimal pairs. Both mechanical (repetition and substitution drills) and communicative exercises are included in the units. Each unit's activities are developed around a specific survival theme, such as parts of the body, the post office, tools, food, clothing, the car, and school. Aural discrimination/oral production pretests and posttests are included. A different game concludes each unit. An introductory vowel overview contains a diagnostic test for pronunciation, descriptions of the 11 vowels and 3 dipthongs in the English language, and learning exercises. The teacher's guide provides Spanish, Vietnamese, Korean, and Chinese translations of the minimal pair words. A teacher's course evaluation sheet and a 12-item bibliography are included. (PMJ)
DT 800827
CP Y

AN 004320
TI Careers for Bilinguals, Volume One. Evaluation Booklet, Teacher's Copy.
YR (month/year) 75
AU Oppenheimer, Zelda V.
GS U.S.; Illinois
IS C
LG English
PT 052; 160
AV Relatina Publications, P.O. Box A3841, Chicago, Illinois 60690 ($1.20, cassettte $7.75, complete set $20.60)
NT 29 p.
For teacher's guide, student's textbook, student's evaluation booklet, and accompanying illustrations, see BE004316-4319.
DE Adult Education; Secondary Education; *English (Second Language); *Second Language Instruction; Hispanic Americans; *Career Exploration; *Language Skills; Spanish Speaking; Reading Skills; Vocabulary Skills; Writing Skills; Teaching Guides; Teaching Methods; *Bilingual Students; Self Concept; Minority Groups; Career Education; Vocational Education; Answer Keys; *Testing; Criterion Referenced Tests
LC A.2.5
AB This teacher's booklet is designed to be used with the student's evaluation booklet. The series is designed to develop a career or vocational orientation relevant to Hispanic and Black Americans and

other minority groups as well as to improve these students' English language skills. The series is intended for grades 6 through 12, adult basic and continuing education centers, correctional institutions, bilingual schools, alternative schools, and parent-community organizations. This teacher's evaluation booklet includes suggestions for appraisal, placement and diagnostic testing, methodology for multicultural expansion, and an answer key for four of the tests. Nine references in the testing and methodology fields are listed. (CCM)
DT 800930
CP Y

AN 004455
TI It's Up to You: Language Skills and Strategies for Getting a Job.
YR (month/year) 80
AU Dresner, Joanne; Beck, Kenneth; Morgano, Clare; Custer, Luise
IN Mission Language and Vocational School, Inc.
IS C
LG English
PT 051
AV Longman Inc., 19 West 44th Street, New York, New York 10038 (ISBN 0-582-79727-6)
NT 120 p.
DE *English For Special Purposes; Adult Basic Education; Adult Education; Career Counseling; Vocational Maturity; *Job Search Strategies; *Vocabulary Development; *Job Application; Job Applicants; Listening Skills; *Speech Communication; Employment Interviews; English (Second Language); Learning Activities; *Employment Potential
AB By using this classroom textbooks, both native and non-native speakers of English with limited proficiency may develop the linguistic and social skills necessary for obtaining a job. Six units include exercises for the following: (1) evaluating personal job qualifications and job needs, (2) understanding and responding by mail and phone to classified want ads, (3) preparing for and participating in interviews, and (4) filling out application forms.
These abilities and greater proficiency in English are developed through vocabulary building exercises, listening and speaking activities, and readings and discussions of materials pertinent to the process of applying for a job. A teacher's answer key to the exercises is provided. (PMJ)
DT 801028

AN 005598
TI Workshop Leaders Handbook.
YR (month/year) 77
IN Literacy Volunteers, Inc., Syracuse, N.Y. (BBB08518)
GS U.S.; New York
IS C
LG English
PT 052
AV Literacy Volunteers of America, Inc., Sixth Floor, Midtown Plaza, 700 East Water Street, Syracuse, New York 13210 ($5.00)
NT 177 p.
DE *Tutors; Tutorial Programs; Tutoring; *Training Methods; Teacher Workshops; *English (Second Language); Teacher Educators; Beginning Reading; Adult Education; *Adult Reading Programs; Teaching Guides;

*Resource Materials; *Leaders Guide; Training Objectives
ID *Literacy Volunteers Inc
AB This handbook, designed for the Literacy Volunteers of America, Inc. (LVA) workshop leader, outlines techniques for conducting tutor training workshops in adult basic reading and English as a second language (ESL). The techniques include effective use of practical demonstrations, audiovisual aids, time scheduling, and evaluating tutor competence. The text discusses trainees' needs and how to meet them, dealing with situations that may arise during the training, and evaluating the success of the training. Twenty-two objectives for use as check points are listed. Appended are leader packets for the Basic Reading workshop and the ESL workshop complete with resource materials such as samples of forms, homework handouts, case histories, quizzes, and evaluation sheets. (CCM)
DT 801002
CP Y

AN 005606
TI Teacher's Planning Handbook for Developing the ESL/ABE Instructional Program.
YR (month/year) Nov75
AU Escobar, Joanna Sculley; Daugherty, John
IN Bilingual Education Service Center, Arlington Heights, Ill. (BBB09519); Northwest Educational Cooperative, Palatine, Ill. (BBB05386)
SN Illinois State Office of Education, Springfield. Adult and Continuing Education Section. (BBB12812)
GS U.S.; Illinois
IS N
LG English
PT 052
AV Illinois ESL/ABE Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005 ($8.00)
NT v, 45 p.
For administrator handbook, see BE005607-5609.
DE *English (Second Language); *Adult Basic Education; Adult Programs; Teaching Guides; *Educational Planning; *Second Language Instruction; Student Needs; *Instructional Development; Resource Materials; Student Evaluation; Language Tests; Instructional Materials; Non English Speaking; Communication Skills; *Bilingual Teachers; Student Placement; *Functional Literacy
ID Illinois
LC A.1.1
AB This handbook is designed to assist teachers in developing content areas and performance objectives for adult English as a second language (ESL) programs. Through the ESL/ABE (Adult Basic Education) program adults will: (1) learn to use community resources to meet their immediate and expanding needs, (2) effectively utilize communication skills in their daily lives, (3) participate in a network of communities and carry out their daily affairs with self-confidence, (4) identify and utilize opportunities for occupational advancement, (5) understand and effectively function in a vareity of multicultural lifestyles, and (6) function at their own capability and interest levels. Suggestions for developing and achieving these goals are given. Section 1 of the handbook provides suggested content areas to be addressed in the classroom: earning a living, consumer affairs, home and family life, health, Government and law, leisure time, technology, and multicultural lifestyles.

Section 2 gives sample performance objectives for each content area that involve listening, speaking, reading, and writing skills. Section 3 provides an ESL curriculum designed for students at four levels of language ability. Section 4 provides an ESL/ABE sample 12-week program design. Section 5 reviews and gives descriptions and availability for 22 ESL diagnostic and placement tests. Section 6 contains a listing of approximately 185 commercial ESL textbooks appropriate for the beginning, intermediate, and advanced level student. (ML)
DT 800919
CP N

AN 005607
TI Handbook for the ESL/ABE Administrator: An Administrator's Checklist. Book 1.
YR (month/year) Jun75
AU Escobar, Joanna Sculley; Daugherty, John
IN Bilingual Education Service Center, Arlington Heights, Ill. (BBB09519); Northwest Educational Cooperative, Palatine, Ill. (BBB05386)
SN Illinois State Office of Education, Springfield. Adult and Continuing Education Section. (BBB12812)
GS U.S.; Illinois
IS N
LG English
PT 130; 055
AV Illinois ESL/ABE Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005 (set of 3 volumes $14.00)
NT ix, 9 p.
For volumes 2 and 3, see BE005608-5609.
DE *English (Second Language); *Adult Basic Education; Adult Programs; *Program Development; *Program Implementation; Staff Development; *Program Evaluation; Check Lists; Administrator Guides; Program Guides; *Educational Administration; Elementary Secondary Education; Immigrants; Non English Speaking; English For Special Purposes; Second Language Programs
ID Illinois
LC A.1.1
AB This handbook is designed to assist school administrators in planning, implementing, and strengthening English as a second language (ESL) programs for adults. The handbook, consisting of three books, attempts to identify and treat those priorities basic to all ESL programs. Book 1 provides an administrator's checklist, Book 2 is a manual for developing and implementing the ESL/ABE (Adult Basic Education) program, and Book 3 is a planning guide for developing the program's instructional component. Book 1 addresses ESL/ABE program philosophy, administration and organization, development and operation, and impact. For each area there is a series of specific questions and points to be considered by the administrator(s) involved. (ML/LB)
DT 800929
CP N

AN 005608
TI Handbook for the ESL/ABE Administrator: A Manual for Developing and Implementing the ESL/ABE Program. Book 2.
YR (month/year) Jun75

AU Escobar, Joanna Sculley; Daugherty, John
IN Bilingual Education Service Center, Arlington Heights, Ill. (BBB09519); Northwest Educational Cooperative, Palatine, Ill. (BBB05386)
SN Illinois State Office of Education, Springfield. Adult and Continuing Education Section. (BBB12812)
GS U.S.; Illinois
IS N
LG English
PT 055
AV Illinois ESL/ABE Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005 (set of 3 volumes $14.00)
NT 54 p.
For volumes 1 and 3, see BE005607 and 5609.
For teacher's handbook, see BE005606.
DE *English (Second Language); *Adult Basic Education; Adult Programs; *Program Implementation; Staff Development; *Program Evaluation; Administrator Guides; Program Guides; *Educational Administration; Records (Forms); Material Selection; Community Support; Financial Support; Questionnaires; Student Needs; Student Records; Elementary Secondary Education; Student Eligibility; Program Budgeting; Student Evaluation; *Program Development
ID Illinois
LC A.1.1
AB This handbook is designed to assist school administrators in planning, implementing, and strengthening English as a second language (ESL) programs for adults. The handbook, consisting of three books, attempts to identify and treat those priorities basic to all ESL programs. Book 1 provides an administrator's checklist, Book 2 is a manual for developing and implementing the ESL/ABE program, and Book 3 is a planning guide for developing the program's instructional component. Book 2 provides guidelines for: (1) identifying Federal, State, and local requirements for funding; (2) identifying the target population, student needs, physical needs, and staffing needs and qualifications; (4) developing a budget; (5) informing the community and promoting the program; (6) selecting and evaluating materials; (7) maintaining student records; (8) student testing and placement; (9) utilizing community resources; (10) staff development; and (11) program evaluation. Also provided are (1) examples of monthly claim forms for the Federal Adult Education Act, (2) questionnaire for determining student's language needs, (3) ESL materials evaluation form, (4) entry-exit information checklist, (5) follow-up letter to program dropouts, (6) reading level certification form, (7) participant information sheet and placement instrument, (8) student registration form, and (9) class evaluation forms to be filled out by students. (ML/LB)
DT 800929
CP N

AN 005609
TI Handbook for the ESL/ABE Administrator: A Planning Guideline for Developing the ESL/ABE Instructional Program. Book 3.
YR (month/year) Jun75
AU Escobar, Joanna Sculley; Daugherty, John
IN Bilingual Education Service Center, Arlington Heights, Ill. (BBB09519); Northwest Educational Cooperative, Palatine, Ill. (BBB05386)
SN Illinois State Office of Education, Springfield. Adult and Continuing Education Section. (BBB12812)
GS U.S.; Illinois

IS N
LG English
PT 055
AV Illinois ESL/ABE Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005 (set of 3 volumes $14.00)
NT 48 p.
For volumes 1 and 2, see BE005607-5608.
DE *English (Second Language); *Adult Basic Education; Adult Programs; *Instructional Development; Program Evaluation; Administrator Guides; Student Needs; *Educational Administration; Administrators; Educational Objectives; *Curriculum Development; Language Tests; Instructional Materials; Non English Speaking; *Functional Literacy; Communication Skills; Student Placement; Resource Materials; Student Evaluation
ID Illinois
LC A.1.1
AB This handbook is designed to assist school administrators in planning, implementing, and strengthening English as a second languge (ESL) programs for adults. The handbook consists of three books: Book 1 provides an administrator's checklist, Book 2 is a manual for developing and implementing the ESL/ABE program, and Book 3 is a planning guide for developing the program's instructional component. Book 3 identifies the educational goals of adults in an effective ESL/ABE program. These adults will: (1) learn to use community resources to meet their immediate and expanding needs, (2) effectively utilize communication skills in their daily lives, (3) participate in a network of communities and carry out their daily affairs with self-confidence, (4) identify and utilize opportunities for occupational advancement, (5) understand and effectively function in a variety of multicultural lifestyles, and (6) function at their own capacity and interest levels. Suggestions for developing and achieving these goals are given. The following content areas are suggested for inclusion in the ESL/ABE instructional curriculum: earning a living, consumer affairs, home and family life, health, government and law, leisure time, technology, and multicultural lifestyles. Sample performance objectives for each content area that involve listening, speaking, reading, and writing skills are included. Additional resources include: (1) an ESL/ABE sample 12-week program design, (2) an ESL/ABE curriculum designed for students at four levels of language ability; (3) reviews and annotations for 22 adult ESL diagnostic and placement tests, and (4) a listing of approximately 185 commercial ESL textbooks appropriate for the beginning, intermediate, and advanced level student. (ML/LB)
DT 800929
CP N

AN 005704
TI Counseling Hispanic Americans.
YR (month/year) 79
AU Ayres, Mary Ellen
SO La Luz, v3 n5 p15-19 Dec-Jan 1980
IS J
LG English
PT 080; 055
NT 5 p.
DE *Hispanic Americans; School Counseling; Information Sources; *Educational Opportunities; *Employment Opportunities; Student Financial Aid; *Career Counseling; Job Placement; Secondary Education; Higher Education; Adults; Scholarship Funds; Special Programs; Migrant Workers;

*Disadvantaged Youth; Socioeconomic Influences
LC A.2.5
AB Hispanic American students or workers may require counseling in practical aspects of employment and education. Unfamiliarity with employment opportunities, undereducation, poor housing, and discrimination are among the reasons that Hispanic Americans can profit from counseling which motivates them to seek additional opportunities. The counselor should show respect for the client's culture, be aware of individual and cultural differences, and help the client to set realistic goals. Programs that may be of special interest to Hispanic Americans include college financial aid, career and educational counseling for Hispanic youth, vocational training and job placement, special programs to assist migrant farm workers, and assistance for minority-owned small businesses. Sources of information about these programs are listed. (RW)
DT 810123
CP Y

AN 005710
TI Financing the Education of Hispanics: Postsecondary Adult and Career/Vocational Education in 1979.
YR (month/year) Jan80
AU Espinosa, Ruben W.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; California
IS N
LG English
PT 150; 141
AV National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209 (photocopying charges)
NT 14 leaves.
Paper presented at "Education of Hispanics: Issues for the 1980's " conference (San Francisco, January 15-18, 1980).
DE *Hispanic Americans; Access To Education; Educational Opportunities; Financial Support; Postsecondary Education; *Adult Education; *Career Education; *Vocational Education; *Federal Aid; Federal Programs; Spanish Speaking; Equal Education; Educational Discrimination
AB This study analyzes data from the 1978 Annual Evaluation Report on Programs Administered by the U.S. Office of Education. Focusing on career, vocational, and adult education, the following was learned about Hispanics and Federal funding sources: (1) Hispanics are severely underrepresented in career, vocational, and adult education; (2) present variables used to allocate Federal career, vocational, and adult funds are less likely to allocate funds to Hispanics; and (4) monitoring, auditing, and assuring accountability of Federal funds are the most critical issues to be resolved. Ten tables display the 1979 funding histories. (Author/SI)
DT 810210
CP N

AN 006309
TI Be Vital: Bilingual Vocational Instructional Aide Training Program.
YR (month/year) 80
IN Denver Public Schools, Colo. (BBB01662)
GS U.S.; Colorado

IS C
LG English; Laotian; Vietnamese
PT 051
AV Be Vital Program, Emily Griffith Opportunity School, 1250 Welton Street, Denver, Colorado 80204
NT 215 leaves.
DE *Vocational Education; Bilingual Teacher Aides; Instructional Materials; *Indochinese; Teacher Developed Materials; Glossaries; Non English Speaking; Adult Education; *Electronics; Office Machines; Business Skills; Typewriting; *Sewing Instruction; *Office Occupations Education; Safety Education; Asian Americans; *Auto Mechanics
ID Bilingual Instructional Material
LC A.1.1; F.1.2; E.1.1
AB Instructional materials developed by participants of the Bilingual Vocational Instructional Aide Training Program (Be Vital) of the Denver Public Schools are provided. The materials, presented in English, Laotian, and Vietnamese, are aimed at adult learners. General information is provided on school policies, appropriate student conduct, and safety rules for an electronics class. Instructional materials cover the operation of office machines (typewriters and adding machines), power sewing, and electronics. Bilingual glossaries are provided on the following subjects: (1) auto mechanics, (2) auto body, (3) basic electronics, (4) electronic assembly, (5) office occupations, and (6) power sewing. (SI)
DT 801026
CP N

AN 006311
TI Bilingual Adult Basic Education Project: Final Report.
YR (month/year) Aug80
AU Graham, Janet Roth, proj. dir.
IN Allegheny Intermediate Unit, Pittsburgh, Pa. (BBB14037)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO P 99-0003
GS U.S.; Pennsylvania
IS N
LG English
PT 141
AV Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, Pennsylvania 15212
NT [400] leaves.
DE Adult Basic Education; *Daily Living Skills; Spanish; Vietnamese; Cambodians; Asian Americans; Spanish Speaking; Lao; *English (Second Language); *Second Language Instruction; Native Language Instruction; Program Descriptions; *Needs Assessment; Adult Learning; Program Evaluation; Surveys; Basic Skills
ID Pennsylvania; Bilingual Programs
LC A.2.5; F.1.2; F.1.3; E.1.1
AB This final report presents the background, design, activities, recommendations, products, and evaluation of the Bilingual Adult Basic Education Project, a 1-year 310 Special Experimental Demonstration/Teacher-Training Project. During 1979-80, the project provided bilingual life-skills instruction, counseling, and information services to approximately 150 non-English dominant adults across Pennsylvania by means of contracts to local education agencies. Native languages of adult students served include Spanish, Vietnamese, and

Russian. Students were pretested and posttested in English and/or their native language to measure their growth in life coping skills. In addition, the project presented staff development workshops dealing with bilingual and English as a second language life-skills instructional techniques and materials for adult learners. Project-developed products include English and native-language versions of student needs assessment surveys, pretests and posttests for each of the five adult performance level knowledge areas such as community resources, consumer economics, government and law, health, and occupational knowledge, and evaluation forms to monitor program implementation and evaluate its effectiveness. The surveys are included in English, Spanish, Vietnamese, Cambodian, and Laotian. The report is useful for adult educators on all levels, including administrators, teachers, counselors, and teacher trainers, seeking to improve the language and life-coping skills of non-English dominant adults in the United States. (Author/CCM)
DT 102680
CP N

AN 006325
TI Educational Programs that Work.
YR (month/year) 80
IN Far West Lab. for Educational Research and Development, San Francisco, Calif. (BBB07889)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO C 300-77-0415
GS U.S.; California
IS N
LG English
PT 132
AV Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($5.50; orders must be prepaid)
NT 307 p. in various pagings.
Seventh ed.
For related documents, see BE002428 and 1450.
DE Program Descriptions; Program Guides; Adult Education; Bilingual Education; Migrant Education; Career Education; Parent Education; Preschool Education; Teacher Education; Learning Disabilities; Special Education; Kindergarten; Educational Alternatives; Language Arts; Reading; Mainstreaming; *Demonstration Programs; *Validated Programs
AB This catalog contains brief descriptions of exemplary educational programs as identified by the Federal Joint Dissemination Review Panel after examining the evidence for affective and cognitive gains presented by the projects. Current descriptions of all programs described in previous editions are included in addition to 14 new programs. The text is divided into the following 12 sections: (1) adult education; (2) alternative schools/programs; (3) bilingual/migrant education; (4) career/vocational education; (5) early childhood/parent readiness/parent involvement; (6) environmental education/social science; (7) organizational arrangements/administration; (8) preservice/inservice training; (9) reading/language arts/mathematics; (10) special education/learning disabilities; (11) special interests: arts/communication/technology; and (12) special interests: gifted and talented, health, human behavior, physical education. Each entry provides the project title, target audience, project description, evidence of effectiveness, implementation requirements, financial requirements, services available, and a contact reference. Included are

a list of National Diffusion Network facilitators and four appendixes. Four indexes identify the programs by the State in which they are located, by sectional cross-reference, by Educational Resources Information Center (ERIC) descriptors, and alphabetically by name. (Author/CCM)
DT 110480
CP N

AN 006359
TI English for International Communication, Workbook 6 (Teacher's Edition).
SE InterCom (Series).
YR (month/year) 79
AU Yorkey, Richard C.; Barrutia, Richard; Chamot, Anna Uhl; Rainey de Díaz, Isobel; Goldman, Lorraine J.; González, Joan B.; Henderson, Robert T.; Ney, James W.; Woolf, William L.
IN American Book Co., New York, N.Y. (BBB04205)
GS U.S.; New York
IS C
LG English
PT 052
AV Litton Educational Publishing International, 135 West 50th Street, New York, New York 10020 (ISBN 0-278-49978-3, $1.40)
NT 48 p.
DE *English (Second Language); *Second Language Instruction; *Adult Education; Secondary Education; Vocabulary Development; Silent Reading; Pronunciation Instruction; Writing Exercises; *Communication Skills; *Spiral Curriculum; Teaching Guides; Answer Keys; *Skill Development; *Language Skills; Functional Literacy
ID Language Exercises
AB This teacher's edition accompanies a student workbook that is part of a series of six books designed for secondary school and adult students for whom English is a second or foreign language (ESL/FL). The workbooks accompany the last book in the series, suited for advanced language learners. The teacher's edition contains copies of the student exercises and answer keys. Black-and-white illustrations accompany the activities. (Author/CCM)
DT 801212
CP Y

AN 007090
TI Evaluation of the Status and Effects of Bilingual Vocational Training, Final Report: Executive Summary.
YR (month/year) Mar80
AU Barry, Dale W.; Feldman, Mona A.
IN Kirschner (E.J.) and Associates, Inc., Washington, D.C. (BBB07354)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO C 300-77-0239
GS U.S.; District of Columbia
IS N
LG English
PT 142
AV Kirschner Associates, Inc., 1100 17th Street, NW, Washington, D.C. 20036 ($11.63; includes main report)
NT vi, 17 p.
For main report, see BE007091.

DE *Vocational Education; *Federal Programs; Program Evaluation; *Educational Needs; Adult Education; Teacher Shortage; *Summative Evaluation; English (Second Language); Language Proficiency; Employment Patterns; *Bilingual Education
ID Limited English Speaking; LES
AB Bilingual vocational training allows limited-English-speaking (LES) adults to learn a skill through instruction in both their native language and English. In helping to fulfill a Federal mandate for program evaluation, this study is the first comprehensive examination of the characteristics of the clientele of bilingual vocational training and the outcomes of programs providing such training. The evaluation is based on a probability sample of 718 trainees in 87 vocational classes in 38 bilingual vocational training programs. Pre- and post-program interviews with the trainees included measurements of English language proficiency. Case studies were conducted of the relationships between vocational training and English as a second language (ESL) instruction in 25 of the programs. Major findings outlined in this executive summary are: (1) opportunities for bilingual vocational education are severely restricted throughout the United States, (2) LES persons are unable to fill positions of trained personnel in vital occupational categories due to their language deficiency, (3) LES persons suffer from unemployment and underemployment, (4) there is a critical shortage of bilingual vocational instructors, and (5) a shortage exists of instructional materials for bilingual vocational education. Legislative and administrative recommendations are included. (Author/SI)
DT 810320
CP N

AN 007091
TI Evaluation of the Status and Effects of Bilingual Vocational Training.
YR (month/year) Mar80
AU Berry, Dale W.; Feldman, Mona A.
IN Kirschner (E.J.) and Associates, Washington, D.C. (BBB07354)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO C 300-77-0239
GS U.S.; District of Columbia
IS N
LG English
PT 142
AV Kirschner Associates, Inc., 1100 17th Street, NW, Washington, D.C. 20036 ($11.63; includes executive summary)
NT xviii, 260 p.
For executive summary, see BE007090.
DE *Vocational Education; *Summative Evaluation; Program Evaluation; *Federal Programs; Adult Education; *Educational Needs; Teacher Shortage; English (Second Language); Language Proficiency; Employment Patterns; *Program Effectiveness; Evaluation Methods; Tables (Data); Trainees; Program Design; Labor Market; Case Studies; *Bilingual Education
ID Limited English Speaking; LES
AB Bilingual vocational training allows limited-English-speaking (LES) adults to learn a vocational skill through instruction in both their native language and English. In helping to fulfill a Federal mandate for program evaluation, this study is the first comprehensive examination of the characteristics of the clientele of bilingual vocational training and the outcomes of programs providing such training. The evaluation is based on a probability sample of 718

trainees in 87 vocational classes in 38 bilingual vocational training programs. Pre- and post-program interviews with the trainees included measurements of English language proficiency. Case studies were conducted of the relationships between vocational training and English as a second language (ESL) instruction in 25 of the programs. This final report presents the evaluation methodology and results in great detail, with numerous tables used to display the data. Specific areas of bilingual vocational education researched include: (1) target group and trainee characteristics, (2) program design and operation, (3) vocational and ESL instruction, (4) post-program activities and labor market behavior, (5) trainee outcomes and satisfaction with training, and (6) characteristics of occupations. A synthesis, evaluation, and recommendations are included, as are 16 appendixes supplementary to the research methods. (Author/SI)

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